

# Peace Like A River

Southern Spiritual

I've got peace like a ri-ver, I've got peace like a ri-ver  
 I've got joy love like a foun-tain I've got joy love like a foun-tain  
 I've got love like the o-cean I've got love like the o-cean

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I've got peace joy like a ri-ver in my soul.  
 I've got joy love like a fount-ain in my soul.  
 I've got love like the o-cean in my soul.

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I've got peace joy like a ri-ver I've got peace like a ri-ver  
 I've got joy love like a foun-tain I've got joy love like a foun-tain  
 I've got love like the o-cean I've got love like the o-cean

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I've got peace joy like a ri-ver in my soul.  
 I've got joy love like a fount-ain in my soul.  
 I've got love like the o-cean in my soul.

## Parts

Part 1  
*sol-la*  
 Peace like a ri-ver, I've got peace like a ri-ver, I've got peace like a ri-ver in my soul.

Part 2  
*mi-fa*

Part 3  
*do-ti*

I've tgot peace like a ri-ver, I've got peace like a ri-ver, I've got peace like a ri-ver in my soul.

## SINGING

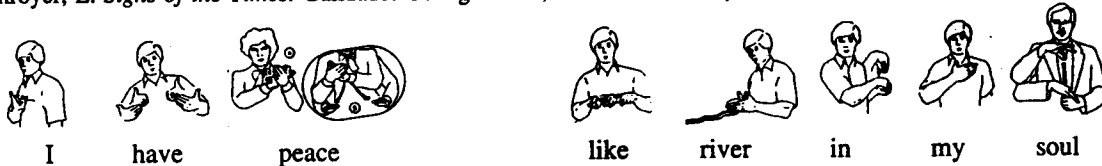
•Keep the beat while singing and determine pattern of strong and weak beats (four). Teach children to conduct in four while singing. Help them notice that the song has a “pick-up” beat so instead of beginning with beat one, the conducting must begin with beat four. •This song uses only five pitches. Consider singing the song in solfege using hand signs. •Older children are ready to sing the harmony. Three simple parts are given, each using only two pitches. Begin learning the second part (*mi fa*). When children can sing the melody with the second part, try learning the 3rd part (*do ti*). Advanced groups may be able to sing three parts plus the melody.

## PLAYING INSTRUMENTS

Discuss the difference between melody and harmony. The harmony learned above is one kind of harmony. Another kind of harmony is chordal harmony. The chords are played on each beat. Accompany the song on the autoharp or guitar, strumming on each beat. Ask the children to lightly tap the beat with the accompaniment as they sing. Help them notice that this song uses only three chords. Help children observe on which words the chords change. (“peace” “river” “peace” “soul” “peace” “peace” “river” “in” “soul.”). Teach some of them to play the accompaniment on the autoharp.

## CREATING

Sing the first verse while signing. Model the signs in a slow flowing way. Sing several times, challenging the children to learn all of the signs. When the first verse is mastered, add the second and third verses. Make up other verses. (Pictures from Costello, E. *Religious Signing*. Bantam Books, 1986. Shroyer, E. *Signs of the Times*. Gallaudet College Press, Wash. DC 1982.)



## LISTENING

Invite children to close their eyes and listen as you sing and play the song on autoharp. Have them raise their hands each time the chord changes. Their hearing should become more sensitive as they practice this exercise. Invite children to listen to the class sing and determine if the singing is accurate, in tune, beautiful. Help children make musical decisions about their own performance.

## INTEGRATING

•This is an African-American song. Discuss what the words mean and why slaves might sing this song. Explore slavery in America. •Explore the image of a river and peace. Why might the slaves think of a river as being peaceful. •Discuss the idea that signing is another language. It communicates in ways different from words. Why might signs be better for hard of hearing than words. Explore the difficulties of people who cannot hear to help children empathize with others. Learn signs for other words or songs. •Have children draw a picture for each verse of the song. Combine some of the pictures into a book. Each verse has six phrases. For verse 1, select six different ‘river’ pictures from the children’s drawings, one per page. Print the words and the music at the bottom of each picture, one phrase per page, so children can read as they sing. Do the same with the other verses, creating an 18 page book plus cover.

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